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ABSTRACT

This report presents an evaluation study of the Recorded Telephone Message Project which used teacher-recorded telephone messages as a means of encouraging parents to help their children learn basic skills. Each week for 31 weeks, three third grade and three fourth grade teachers from an elementary school recorded a 2- to 3-minute telephone message which recapped the week's classroom work on basic skills. The message also gave parents suggestions for home activities as well as a telephone number to call if they wished to arrange a meeting with the teacher or procure supplementary teaching materials. Data for the evaluation were collected through a questionnaire mailed to parents, 47 per cent of whom returned it. Evaluation results included the following: the project was implemented consistently and with a relatively high level of use; most of the parents who returned questionnaires reported using the telephone service with some frequency, and using at least five activities to improve children's basic skills; nearly all of these parents were satisfied with the project; achievement scores of students in the telephone classes did not differ from students' scores in non-telephone classes; and of the students in the telephone classes, a direct relationship between students' achievement scores and frequency of telephone usage was found for third graders only. Recommendations are given to strengthen teacher-parent links in a telephone message project. Appendices include the parent questionnaire and a list of parents' comments about the project. (Author/DB)

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Evaluation Report:

Recorded Telephone Messages

A Way to Link Teacher and Parents

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July 20, 1981

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Table of Contents

Summary
1. Project Implementation i
2. Parent Assessment ii
3. Project Impact on Student Achievement ii
4. Recommendations iii

Introduction 1

Project Implementation 3

Project Impact 5

Achievement Outcomes 10

Recommendations 14

Appendix A

Parent Questionnaire 17

Appendix B

Parent Evaluation of the Telephone Link 25

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Tables

Page

Table 1.

Distribution of Phone Messages by Teacher by Subject Area 4

Table 2.

Mean Percentile Ranks of Telephone Classes and non-Telephone Classes 11

Table 3.

Students' ITBS Mean Percentile Ranks and Frequency of Activity Use 12

Summary

The Recorded Telephone Message Project used teacher-recorded telephone messages as a means of encouraging parents to help their children learn the basic skills. Each week for 31 weeks, three third grade and three fourth grade teachers from an elementary school in a small exurban school district recorded a brief (2-3 minute) telephone message which recapped the week's classroom emphasis on basic skills. The message also gave parents suggestions for home activities as well as a telephone number to call to arrange a conference or request supplementary materials. The data in this report covers the 20 instructional weeks from the project's beginning on October 20, 1980 through the administration of the Iowa Test of Basic Skills in March, 1981.

The evaluation results were as follows:

1. Project Implementation

Overall, the project was implemented consistently and with a relatively high level of use. An average of 14 messages per teacher were recorded and those messages were evenly distributed over the 20 pre-testing weeks of the project. For all teachers, the telephone messages mentioned at least three basic skills covered in class the preceeding week.

In-coming calls to the recorded messages from parents and others averaged 404 per teacher for the entire project period, or 20 per teacher per week. While a higher rate of calls was made in the first few weeks and then subsequently leveled off, parents placed calls until the closing weeks of the project.

Forty-seven per cent of the parents returned questionnaires. The majority of those parents reported using the telephone service with some frequency (i.e. 3 or more times) and also reported using at least five activities recommended by teachers to improve children's basic skills.

2. Parent Assessment

Ninety-six per cent of the parents who responded to the questionnaire reported satisfaction with the project while two per cent made negative comments or no comments about the project.

The most frequent positive parent comment was that the service enabled parents to be informed about what students learned in class each week. Negative comments focused on parents' difficulty and/or lack of time in implementing teachers' suggestions.

The majority of the parents were satisfied with the length and clarity of the messages, with the amount of information in the messages, and with the instructional content of the messages.

3. Project Impact on Student Achievement

Students in the telephone classes did not have higher achievement test scores than students in the non-telephone classes. Within the telephone group, mean test scores were calculated according to frequency of parental implementation of the suggested activities on subtests impacted by the teacher's messages. For

third graders, there was a direct relationship in that the highest scores were associated with most frequent implementers and lowest scores with least frequent implementers. In fourth grade there was no consistent relationship between test scores and frequency of implementation.

4. Recommendations

In the future, the link between teachers and parents could be strengthened by insuring that:

1) All teachers' instruction should be more targeted to the goals of the project so that both tests and parent activities are referred to more consistently and more explicitly.

2) Teachers should make sure parents will be able to implement the home activities.

3) There is a match between what is being taught and what is being tested.

Introduction

The Recorded Telephone Messages Project was designed to encourage parents to help their children learn the basic skills. By recording suggestions for home activities and reminders to monitor students' study habits, teachers provided parents with support for increasing basic skills.

The project was implemented in the third and fourth grades of an elementary school located in a small exurban mid-western community. Three classes of third grades (73 students) and three classes of fourth graders (81 students) participated in the project. Third grades (70 students) and fourth grades (64 students) in a second elementary school in the district served as controls against which to measure students' achievement gains.

The telephone service was installed in the participating school for 20 instructional weeks from October 20, 1980 until March 5, 1981. Throughout that time, participating teachers used a telephone recording device to record short messages that were available to callers 24 hours a day. The messages, which were usually changed once a week, began with a recap of the basic skills taught in that class during the week and a preview of the work planned the next week. The remainder of each message provided parents with specific suggestions for follow-up activities to reinforce basic skills. The messages ended with an invitation to parents to leave a message at the tone if they wanted to arrange a conference with the teacher or request supplementary materials for skills development.

Evaluation of the project was designed to determine whether the project had been implemented, whether parents had used the service and were satisfied with it and what effect the project had on student achievement.

Data were collected in several ways. Teachers' messages were monitored each week by the project director and a log of teachers' messages was maintained for the 20 weeks. Those logs were subsequently content analyzed so that an estimate of each teacher's coverage of the basic skill areas could be made.

A weekly count of in-coming calls to the teachers' messages was also recorded. Those counts were subsequently analyzed for consistency of calls over the project period. Parents made an average of 20 calls per week per teacher. Parent messages to teachers averaged less than one call per week per teacher.

Student achievement was assessed by comparing the Spring, 1981 ITBS scores (adjusted for 1980 ITBS scores) of participating classes with scores of non-participating classes.

Data on parent participation in the project and satisfaction with the project were collected by means of a questionnaire mailed to all parents in participating classes at the conclusion of the project.

A discussion of project implementation as well as parents' evaluation of the service and the impact of the service on students follows in the sections below.

To monitor project implementation each week, all teachers' telephone messages were recorded and the frequency of in-coming calls was tabulated electronically.

Frequency of Teacher Telephone Messages

Analysis of the logs containing teachers' messages showed a relatively high usage of the telephone service by teachers. Third grade teachers recorded messages 12 of the 20 weeks and fourth grade teachers recorded an average of 15 messages for the 20 weeks. Snow days, teachers' absence, and mechanical breakdowns were among the reasons teachers' messages were not recorded and/or transmitted.

Content of Teacher Telephone Messages

Each teacher used the telephone service to record messages specific to content her class was studying in school. Analysis of the teachers' recorded messages showed that:

- English/language arts, math, and spelling were discussed most often by teachers. The distribution of content references is shown in Table 1 below.

- Specific skills mentioned in each teacher's phone messages showed wide variation from one teacher to another. In mathematics, for example, 2 place addition was mentioned 4 times by one third grade teacher and not at all by the other five teachers.

Table 1

Distribution of Phone Messages by Teacher by Subject Area

(Percentage of Teacher Messages
Containing References to Specific Sub-tests)

	Third Grade			Fourth Grade		
Subject	Teacher A	Teacher B	Teacher C	Teacher A	Teacher B	Teacher C
"English"	61%	33%	33%	88%	78%	78%
Math	78%	50%	50%	86%	83%	83%
Spelling	17%	39%	61%	86%	33%	72%
Dictionary	28%	11%	11%	11%	17%	6%
Reading	22%	11%	17%	28%	50%	—
Social Studies	11%	22%	6%	—	—	—
Science	—	11%	—	—	—	—

Frequency of In-coming Calls

An average of 404 phone calls was made to the phone lines over the 20 weeks of the project (or an average of 20 calls per week for classes of about 20 students). After heavy use for the first 10 weeks, approximately the same number of calls (10-15 per teacher) were made each week and there was little variation by grade level.

Because of the monitoring system used, it isn't possible to specify how many calls were from parents, from children wanting to listen to the messages, or from mis-dialed calls.

Teachers' records of messages left by parents show that when parents left a message, it was usually to request work sheets offered or to request a meeting to discuss their children's progress.

Project Impact

To assess the project's impact on parents, and to collect data on parents' perceptions of the project, a questionnaire was mailed to parents in participating classes at the project's completion. (The questionnaire is included as Appendix A.)

Seventy-two parents (47%) returned the questionnaire which asked parents to report how frequently they had used the service, how satisfactory the mechanical aspects of the service were, how satisfactory the content of teacher messages was, how many suggested activities they had used, and how they evaluated the service. A summary of parents' responses follows.

A. Parent use of the message service

1. From the time the recorded message service began through the end of 1980, about how often did you or your spouse call?

No Answer	Did not call	Once or twice	Once a month	Once a week
0	1	8	16	47

2. From the beginning of 1981 through last week, how often did you or your spouse call?

No answer	Did not call this year	Once or twice	Once a month	Twice a month	Once a week
0	2	11	12	16	30

B. Technical Quality of the Messages

1. The words in the messages are spoken clearly.

Almost always	Most times	Almost never
56	15	1

B. Technical quality of the messages (con't)

2. The length of the messages are:

(no answer)	too short	about right	too long
1	4	67	0

3. The amount of information teachers give is:

(no answer)	too much	about right	too little
1	0	66	5

4. When I call, the line is usually busy.

almost always	about half the time	almost never
0	10	62

C. Content of Teachers' Messages

1. The teacher's explanation of what my child has been taught at school are very clear.

(No answer)	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
2	18	41	7	4	0

2. The teacher's suggestions for things to be done at home are clear enough for parents to be able to try them.

(No answer)	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
4	10	36	17	13	2

4. The suggestions the teacher makes for things that I can do at home with my child are <u>not</u> very practical.

(No answer)	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	0	5	8	45	10

5. I feel I am better informed about what my child is doing because of the telephone service.

(No answer)	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
2	40	24	3	2	1

<u>D. Frequency of Home Activity Use</u>

1. How many of the home activities suggested by your child's teacher (either on the phone or in things sent home) have you tried?

(no answer)	None of them	1 or 2 of them	Between 3 & 5	Between 5 & 12	More then 12
8	5	21	23	12	3

<u>Parents' Comments on their Implementation of Activities suggested by the Teachers' Recordings</u>

Parents were asked to list any activities which they had used and found to be "especially good". Twenty-two of the parents (31%) who returned the questionnaire commented on activites they had tried out at home. The majority of those 22 parents gave examples of activities. Cited most frequently as helpful home activities were: math problems, reading comprehension activities, dictionary skill practice and spelling practice.

Other parents did not give examples of activities but commented instead on the fact that the messages alerted them to up-coming tests or to problems their children might be having in school; others (3%) made general comments on their satisfaction with the program.

Parent Evaluation of the Telephone Service

Parents were asked "What is your overall impression of the telephone service?" Of the 72 parents who responded to the questionnaire, a majority of those parents (96%) evaluated the service favorably. Twelve parents made general favorable comments ("good" "excellent" "great idea") but the other parents cited specific reasons for viewing the service positively. Many parents reported that they were able to monitor their children's school progress more closely; to know when their children were supposed to be studying for tests; to keep informed about what materials their children were supposed to be studying. (A complete listing of parents' responses is shown in Appendix B.)

Other parents said that since they were unable to spend time in face to face contact with teachers, an alternate way of contacting the teacher was helpful in facilitating home/school contacts.

Only 3 of the 72 responses to this question were negative. Two parents reported they believed too much was expected of them in helping their children at home and the third said the project was a waste of money, but the majority of the parents indicated they had a more comprehensive view of what was expected of their children.

Overall, parents reported using the telephone service frequently, being satisfied with the quality of the telephone service and with the teachers' messages. Activities suggested by teachers were used by parents and parents indicated that the telephone service was a way to help improve their children's skills in school subjects or to monitor their children's progress in school.

Achievement Outcomes

Since the project was designed to increase pupil achievement, a comparison was made between the Spring, 1981 ITBS scores of students in the third and fourth grade classes at the school with the telephone link and third and fourth grade students in the school without the telephone link (the "control" students).

Since participating teachers differed in the emphasis they placed on specific subject area skills, and since teachers often discussed subject area skills not directly tested by the ITBS, a direct, unequivocal test of the project's impact on participating students was not possible. However, all project teachers' messages stressed specific mathematics computation skills so a comparison of telephone students' mathematics computation scores with non-telephone students' scores was made. For the same reason, comparisons of vocabulary scores and reference material scores were also made.

A preliminary analysis of the students' scores showed that the mean 1980 ITBS reading and math total scores for the non-telephone group were higher than the scores for the telephone groups. Taking into account these pre-project differences, students' scores on the 1981 vocabulary and reference materials sub-tests were adjusted to reflect the differences in 1980 reading test scores and students' scores on the 1981 math computation sub-test were adjusted to reflect the differences in 1980 total math test scores.

Results

There are two principal questions which can be asked about the impact of the telephone service.

1. Did students in the telephone class have higher achievement test scores than students in the non-telephone classes?

   and

2. Within the telephone classes, was the frequency with which parents used the service and its activities related to student achievement?

1. Telephone Users Vs. non Telephone Users

In the fourth grade non-telephone students did better on all three subtests but in third grade the non-telephone students had comparable scores in vocabulary and reference materials but lower scores in math computation.

Table 2

Mean Percentile Ranks of
Telephone Classes and non-Telephone Classes
(Scores Adjusted for Pre-Treatment Differences)

	Third Grade			Fourth Grade		
	Vocabulary	Reference Materials	Math Computation	Vocabulary	Reference Materials	Math Computation
Telephone Classes	64.7 (n=56)*	64.0	56.1	57.0 (n=61)	51.0	38.0
Non-telephone Classes	65.2 (n=70)	64.7	51.8	65.7 (n=64)	70.7	64.8

*Number of participating students for whom data was available.

2. Frequency of Activity Usage and Achievement

Within the telephone classes, students were classified according to the number of activities their parents reported using: high users (whose parents used the activity five or more times), medium users (whose parents used the activity three to four times), and low users (whose parents used the activity less than three times). The mean percentile ranks are shown in Table 3.

In the third grade, the more frequently the service and its activities were used, the higher students' achievement. Although the differences in scores were statistically non-significant, high users had the highest scores followed by medium users followed by low users for all three sub-tests.

Table 3
Student's ITBS Mean Percentile Ranks
and Frequency of Activity Use

	Third Grade			Fourth Grade		
	Vocabulary	Reference	Math Computation	Vocabulary	Reference	Math Computation
Telephone Classes						
Low Users (1,2 times)	59.7 (n=9)	61.8 (n=9)	52.1 (n=9)	56.4 (n=13)	59.1 (n=13)	55.7 (n=13)
Medium Users (3,4 times)	64.7 (n=11)	64.1 (n=11)	54.6 (n=11)	50.5 (n=10)	46.6 (n=10)	32.6 (n=10
High Users ≥ (4,5 times)	67.2 (n=10)	64.8 (n=10)	57.5 (n=10)	67.1 (n=4)	69.2 (n=4)	36.5 (n=4)

In fourth grade, the relationship between frequency of use and level of achievement is not as strong. On two of the three sub-tests, high users had the the highest achievement followed by low users followed by medium users; but on the math computation test, low users had the highest scores followed by high users followed by medium users.

The data should not be interpreted as pointing to no impact or a negative impact on students. Two factors are related to the limited impact of the project on students. First, there was wide variation from teacher to teacher on the coverage of specific subject areas skills. Second, the ITBS, used to measure student achievement, often was not sensitive to the skills which teachers taught. Given a more uniform approach to skills coverage by teachers and a more targeted measure of students' learning, greater project impact may have been shown.

Recommendations

The purpose of the telephone link project was to provide parents with information about the specific subject skills their children were studying in school and to provide parents with home activities to improve children's basic skills.

An analysis of project data showed that:

1) There was wide variation from one teacher to another in the amount of subject area coverage they reported in their telephone messages.

2) The special subject skills discussed in the teachers' telephone messages were not always skills which were measured by the ITBS, the measure of student learning used by the participating school district.

3) Several project parents reported they did not understand the suggested activities.

It is possible that these factors contributed to the finding that there was no difference between the ITBS scores of participating and non-participating students.

Since the project was designed to inform parents about specific subject matter coverage, encourage parents to help their children with subject area skills at home, and, as a result of those activities, increase student achievement, each component of the project is linked to the others. When instruction varies from

from teacher to teacher, or when what is taught isn't measured, then the direct effects of project impact are difficult to measure, and the true success or failure of the project is difficult to assess.

For these reasons, we recommend that in teacher-parent projects in the future:

1) All teachers' instruction should be more targeted.

Early in the project, teachers should be given an opportunity to meet as a group, identify the specific subject areas they wish to discuss with parents, agree among themselves on those targeted subject areas, and make those areas and only those the focus of the home messages and home activities. Thus, at a given grade level, all students' might be receiving school and home instruction in math and in math specifically on multiplication.

2) There should be a match between what is being taught and what is being tested.

If teachers decide that the focus of their school-home efforts is to increase students' achievement on standardized tests, then they ought to insure that what they teach is measured by the tests they use. If the subject areas they choose to teach or the skills they choose to improve are not directly measured by the standardized tests used by the district, then other measures ought to be used to assess the impact of their efforts.

3) Teachers should make sure parents will be able to implement the home activities.

Some activities may be more appropriate as home activities than others. For example, a review of a difficult lesson in grammar may not be as easy for parents to conduct as a review of spelling words. Care should be taken to choose home activities which parents will be able to implement successfully.

APPENDIX A

Dear Parent:

Our school district is working with CEMREL, Inc., an educational laboratory in St. Louis, to provide you with the weekly telephone messages recorded by your child's teacher. To help us make the service more useful to you and more beneficial for your child, we would appreciate it if you would take a few minutes to answer the questions on this sheet. You may return the sheet in the attached envelope. Thank you for your help.

Sincerely,

Al Ellis, Assistant Superintendent
Windsor School District

Paul Owoc, Project Director
CEMREL, Inc.

DIRECTIONS: If you or your spouse has never called the line to listen to a recorded message, check here ☐ and return this sheet in the attached envelope.
If you have called the line, please answer the questions that follow.

1. From the time the recorded message service began through the end of 1980, about how often did you or your spouse call?
   - ☐ Did not call
   - ☐ Once or twice
   - ☐ Once a month
   - ☐ Once a week

2. From the beginning of 1980 through last week, how often did you or your spouse call?
   - ☐ Did not call this year
   - ☐ Called once or twice
   - ☐ Called about once a month
   - ☐ Called about twice a month
   - ☐ Called about once a week

3. Does your child call the line to listen to his/her teacher's messages?
   - ☐ Yes. How often _____
   - ☐ No
   - ☐ Not sure

4. Recorded messages are now changed once a week. Do you feel that:
   - ☐ Once a week is about right.
   - ☐ Once a week is too often. I think messages should be changed _____.
   - ☐ Once a week is not often enough. I think messages should be changed _____.

5. Please circle the word that expresses how you feel about each statement.

The words in the messages are spoken clearly.	almost always	most times	almost never
The length of the messages are:	too short	about right	too long
The amount of information teachers give is:	too much	about right	too little
When I call, the line is usually busy.	almost always	about half the time	almost never

over

The teacher's explanations of what my child has been taught at school are very clear. strongly agree agree undecided disagree strongly disagree

The teacher's suggestions for things to be done at home are clear enough for parents to be able to try them. strongly agree agree undecided disagree strongly disagree

I wish the teacher would make more suggestions for things I could do at home to help my child with school work. strongly agree agree undecided disagree strongly disagree

The suggestions the teacher makes for things that I can do at home with my child are not very practical. strongly agree agree undecided disagree strongly disagree

I feel I am better informed about what my child is doing in school because of the telephone service. strongly agree agree undecided disagree strongly disagree

6. How many of the home activities suggested by your child's teacher (either on the phone or in the things sent home) have you tried?

- ☐ None of them
- ☐ 1 or 2 of them
- ☐ between 3 and 5 of them
- ☐ between 5 and 12 of them
- ☐ more than 12 of them

If you did try any of the activities, list any that you found especially good.

_____

_____

_____

7. What is your overall impression of the telephone service?

Dear Parent:

Our school district is working with CEMREL, Inc., an educational laboratory in St. Louis, to provide you with the weekly telephone messages recorded by your child's teacher. To help us make the service more useful to you and more beneficial for your child, we would appreciate it if you would take a few minutes to answer the questions on this sheet. You may return the sheet in the attached envelope. Thank you for your help.

Sincerely,

Al Ellis, Assistant Superintendent
Windsor School District

Paul Owoc, Project Director
CEMREL, Inc.

DIRECTIONS: If you or your spouse has never called the line to listen to a recorded message, check here ☐ and return this sheet in the attached envelope.
If you have called the line, please answer the questions that follow.

	Combined Classes	Third Grade	Fourth Grade
From the time the recorded message service began through the end of 1980, about how often did you or your spouse call?			
No answer	0	0	0
Did not call	1	0	1
Once or twice	8	4	4
Once a month	16	9	7
Once a week	47	24	23
From the beginning of 1980 through last week, how often did you or your spouse call?			
No answer	1	1	0
Did not call this year	2	1	1
Called once or twice	11	3	8
Called about once a month	12	6	6
Called about twice a month	16	7	9
Called about once a week	30	19	11

	Combined Classes	Third Grade	Fourth Grade
Does your child call the line to listen to his/her teacher's messages?			
No answer	2	1	1
Yes	59	31	28
No	11	5	6
Not sure	0	0	0
If yes, how often?			
No answer	19	10	9
Never	0	0	0
In between	25	14	11
Once a week	28	13	15
Recorded messages are now changed once a week. Do you feel that:			
No answer	1	1	0
Once a week is about right.	65	34	31
Once a week is too often.	1	0	1
Once a week is not often enough.	5	2	3
Please circle the word that expresses how you feel about each statement. The words in the messages are spoken clearly.			
Almost always	56	30	26
Most times	15	7	8
Almost never	1	0	1
The length of the messages are:			
No answer	1	1	0
Too short	4	2	2
About right	67	34	33
Too long	0	0	0

		Combined Classes	Third Grade	Fourth Grade
The amount of information teachers give is:				
	No answer	1	1	0
	Too much	0	0	0
	About right	66	33	33
	Too little	5	3	2
When I call, the line is usually busy.				
	Almost always	0	0	0
	About half the time	10	3	7
	Almost never	62	34	23
The teacher's explanations of what my child has been taught at school are very clear.				
	No answer	2	1	1
	Strongly agree	18	10	8
	Agree	41	21	20
	Undecided	7	3	4
	Disagree	4	2	2
	Strongly disagree	0	0	0
The teacher's suggestions for things to be done at home are clear enough for parents to be able to try them.				
	No answer	2	1	1
	Strongly agree	18	10	8
	Agree	41	21	20
	Undecided	8	4	4
	Disagree	3	1	2
	Strongly disagree	0	0	0

	Combined Classes	Third Grade	Fourth Grade
I wish the teacher would make more suggestions for things I could do at home to help my child with school work.			
No answer	4	2	2
Strongly agree	10	4	6
Agree	26	13	13
Undecided	17	8	9
Disagree	13	10	3
Strongly disagree	2	0	2
The suggestions the teacher makes for things that I can do at home with my child are <u>not</u> very practical.			
No answer	1	2	2
Strongly agree	0	0	0
Agree	5	2	3
Undecided	8	4	4
Disagree	45	25	20
Strongly disagree	10	4	6
I feel I am better informed about what my child is doing school because of the telephone service.			
No answer	2	1	1
Strongly agree	40	21	19
Agree	24	13	11
Undecided	3	2	1
Disagree	2	0	2
Strongly disagree	1	0	1

	Combined Classes	Third Grade	Fourth Grade
How many of the home activities suggested by your child's teacher (either on the phone or in the things sent home) have you tried?			
No answer	8	5	3
None of them	5	2	3
1 or 2 of them	21	8	13
Between 3 and 5 of them	23	12	11
Between 5 and 12 of them	12	8	4
More than 12 of them	3	2	1

Appendix B

APPENDIX B

PARENT EVALUATION

What is your overall impression of the telephone service?

- Like knowing what is being taught, knowing what types of reports, etc. are due/enables me to watch for problems/enjoyed hearing children's recorded messages but not all the time/enjoyed the connection to the classroom I would not have had
- Very good/helps parents keep in touch with what child is doing
- Service is very good in helping me understand what my child is doing in class and that I am able to leave message/contact teacher where needed/wish it were in the Junior High School
- Very pleased/informative and keeps you in contact with child's school work
- Great idea/all subjects should be covered/lack of information on science and social studies for tests and assignment/hope they continue service
- Very informative/child and I use the service often
- Good idea but sure many parents won't spend the time/good idea to send letters to remind that the service exists.
- Sometimes I think new things are a waste of the taxpayer's money but we can see where it's going on this project/good idea - know teacher has a lot of jobs to perform
- Great
- Know what's going on

- Every class needs
- Good
- Know when students are being tested so encourage them to study/helpful
- Know what they're doing
- No comment
- Like it/children are actively involved in the messages
- Liked it very much
- Good idea
- Help parent and child
- Enjoyed listening when students did the information
- Should be continued
- Alright
- Great for kids who need/want help
- Great for parents who want to or have time to help.
- Helpful program - let's us know what child is doing/what can be done at home to help -
- Individual messages good for them.
- Haven't listened - can't express pros or cons

- Useful and informative/more involved in child's learning/more helpful knowing what he was doing at school
- Helps better communication between teacher and parents/don't like children on recording/prefer to know about coming week not previous week.
- Very informative/like to keep up with daughter's progress, without bothering teacher/easier to help because we have a knowledge of what she's doing in the classroom without her trying to explain.
- Good and should be continued.
- Good way to keep children and parents up to date with classroom progress/pick up phone and know what rate child is supposed to be learning/ask her a few questions/doesn't take long and feel better knowing she is not going to fall way behind.
- Waste of time and money
- Enjoy/helps understand what your child is learning/like to continued.
- Excellent
- Very good
- Beneficial to child's grades in school/find out about things that slipped their minds/able to feel a part of child's school life while improving study habits and grades/know it helped my child and appreciate availability.

- Phone service very good/didn't use it as often as I should have/ more reminders of service could be sent home/.
- Service very helpful to keep us informed of what's taught in classroom
- Like to know child's progress/like to know what he is supposed to be studying - make sure it is done at home/child doesn't normally keep parents informed
- Very informative and helpful to parents/teacher and parent have more routine and closer contact/invaluable asset for learning/hope it is continued
- Very good idea/parents need to be informed what children are taught and what is expected of them/needed in higher grade/use from K-12/ maybe higher grade averages if informed throughout the school year.
- Very good and helpful
- Like idea very much
- Helpful in finding out what child is doing in class
- Very helpful/very informative
- Very good/don't remember to call in but see teacher every two weeks/like being able to keep close contact with teacher
- Very good idea

- Forgot to call/good thing because children don't always tell parents what they are doing.
- Helpful/I'm aware of what child is covering/gives an opportunity to specifically ask how he's doing in subject and not just discuss school
- Hard time understanding children. Give back to teacher
- Excellent way to find out what child was doing in classroom/ask specific questions and child tells me more
- Should be continued/great service
- Great/keeps parents informed on what teacher is doing and makes children more interested
- Like it/like to know what's going on in the classroom and this helps.
- Like the service very much/like it to continue
- Very good/enjoyed hearing children talk
- More fun for children than information for parents
- Very informative
- Pleased with service/like to see it continued and expanded to more grades
- Good idea
- Good way to keep the parents better informed

- Great/really kept us informed when she had a test, book report, or supplies.
- Very helpful since we don't communicate with children and teachers enough/children like it/teacher lets students say messages and makes them more enthusiastic to do work
- Good link between parents and teachers/long time needed
- Like it because it lets me know what is expected from my child/good to know book reports due/tests where they are in math so I can help child/hope it isn't stopped./don't like children reading message on tape - hard to understand.
- Excellent
- I think it's a very good idea/its too bad it wasn't thought of sooner/it should be in all the other schools too.
- Very good
- Very good
- It's a very good way for parents to know what their kids are doing in school so they can help them at home.
- Super way to make contact with school/great for working parents who can't make regular school hours.
- It helps communication between home and school

- It's a very good way to find out what's going on in their school

- It seemed they expected us to do a lot with our child. But I found out the way I was taught was not always the way she is being taught. There were some things we could not help her with because we didn't understand how the teacher applied the methods she used. Also we both work and there didn't seem to be enough time to help our child with all the teacher expected us to do.

- I thought the answering service was terrific. As a working mother, it helped me keep up on what my child was doing at school. It it made her spelling tests seem easier since we could review the harder words with her.